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Economics
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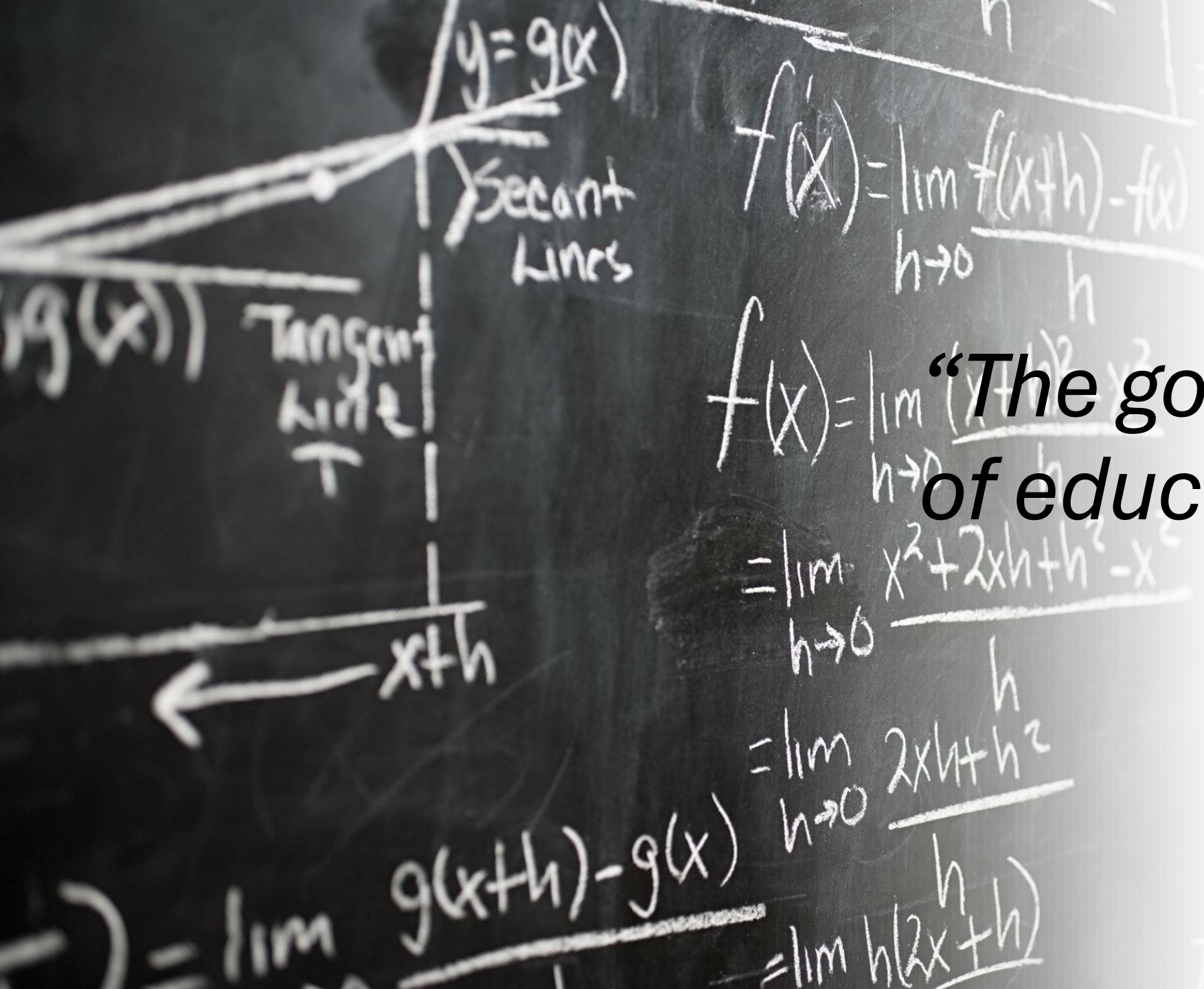
Multifunctional learning environments

Virtual simulation and AI chatbots as a complement to in-class teaching

Co-funded by the
Erasmus+ Programme
of the European Union



"The golden formula of educating people"

Authentic relevance through Real World scenarios

Safe experimentation

Student-centred & self-regulated learning

How can students be intrinsically motivated to surpass their own potential and engage with course content beyond the minimum requirements?

Problem-based

Attractive teaching methods

Emotional and cognitive immersion deepens learning

Feeling competent (Sense of agency strengthens persistence)

New opportunities

- Digital competences of students
- Available hardware (own PC and bandwidth)
- Accessibility of Virtual rooms (such as frame.vr)
- Use of Gen-AI/LLM & AI-Chatbots

The EU-Simulation

Course participants

... **simulate** step-by-step the EU legislative process

... **represent** real actors (either EP, Council, interest groups, Commission)

... **develop** their positions and strategies on a real and current legislative proposal

... **negotiate** within the designated committee(s)

... **share and reflect** experiences with the peer

Challenges ahead if you do simulations:

- Time
- Workload
- Overcome limitations of various course formats (lectures vs. Seminars/exercises)
- Lack of Self-organisation
- Assessment of students´ performance

The virtual & immersive learning environment

- Realistic experiential environment
- Availability & Easy to handle over time
- Self-explanatory usability
- To be used asynchronously and in a self-organized manner
- Possible variations (length, tasks, roles, level of assistance)
- Collaboration among various courses and universities such as EP, Council and interest groups
- AI-Chatbots (assistance & information)

Example: Structure of the decision-making in the EP (3 hours):

00:00 – 00:15 **Briefing** by instructor (MS-Teams)

00:15 – 00:40 **Debate in the parliamentary committee** (Committee Hall)
Briefing by the Committee Chair & statements by MEP´s on possible amendments (90 sec. each)

00:40 – 00:15 **Debate within the party group** (Party Offices)
Meetings are chaired by the rapporteur or shadow rapporteurs
>> indicate common positions with other MEPs in your party group and your committee (logical framework)
>> discuss possible amendments & develop a lobby strategy (what can be offered, addressees of possible alliances)

00:15 – 01:00 **Bilateral talks** (private communication zones and/or Chats)
>> Forging alliances, secure consent for own amendments

01:15 – 01:00 **Trilogue Meeting** (bureau of the Commission)
rapporteur & shadow rapporteurs meet with DG/COM & Belgium Council presidency

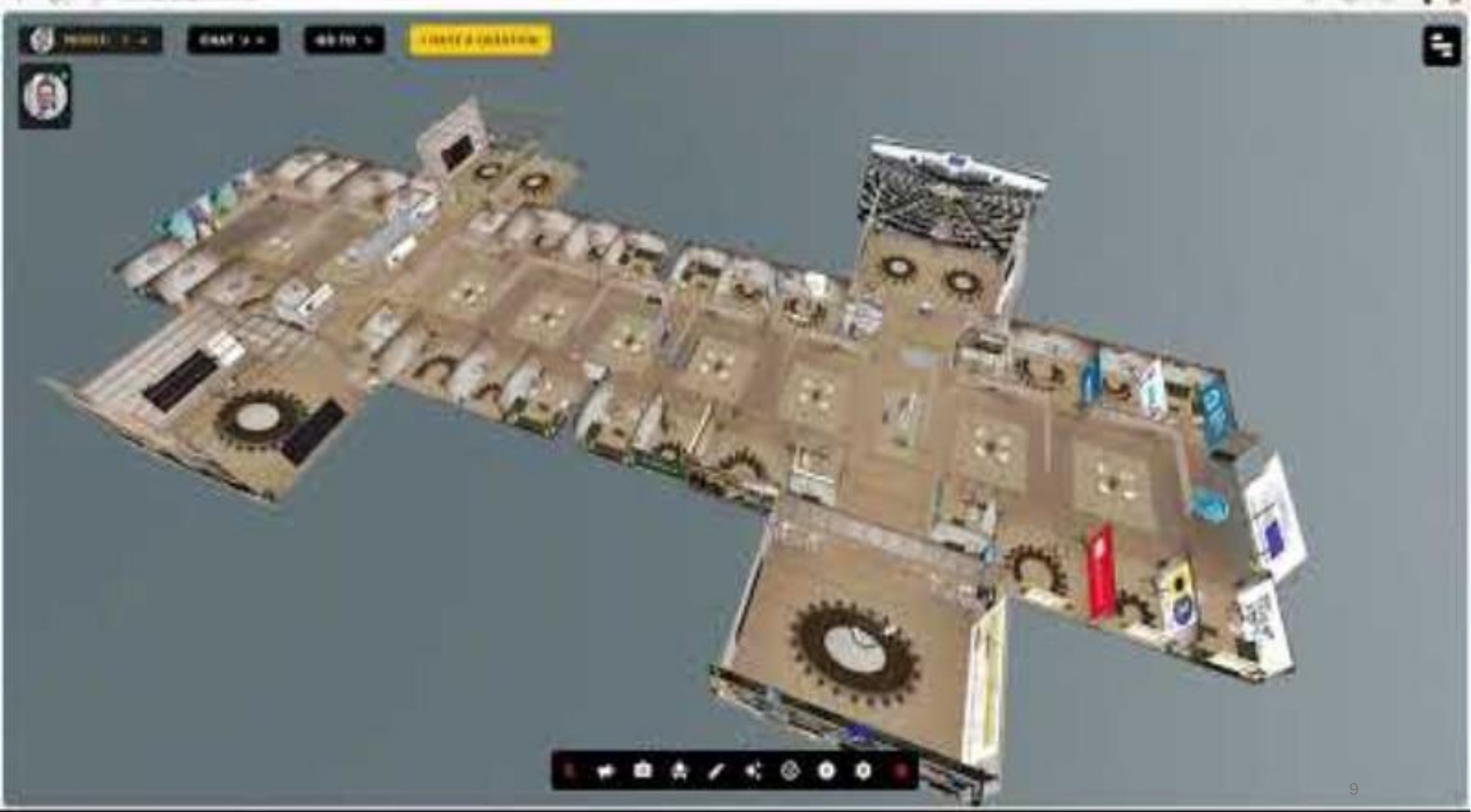
01:00– 01:20 **Debate within the party group** (Party Offices)
>> finalize and specify possible amendments (send them to the Committee Chair: Bernhard.Zeilinger@fh-vie.ac.at)

01:25 – 01:45 **Voting in the parliamentary committee** (Committee Hall)
>> on the Amendments tabled (incl. Authors and Signatories of supporting MEPs)

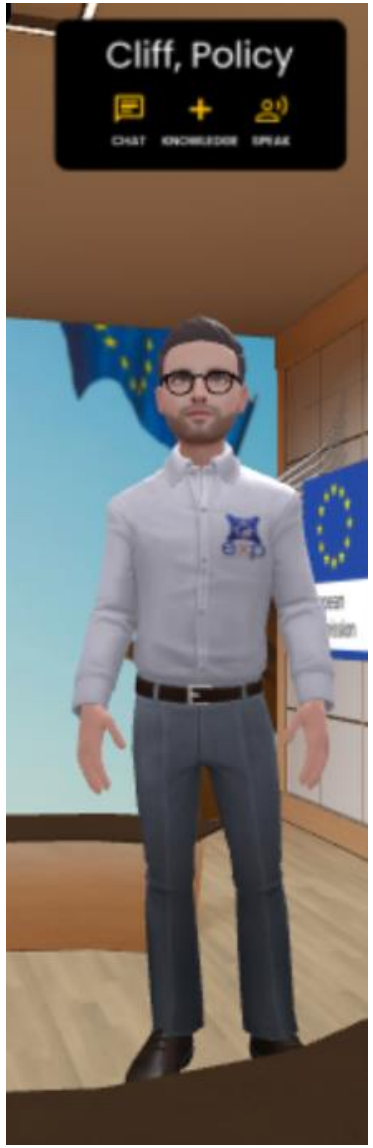
01:50 – 02:10 **Debate within the party group** (Party Offices)

02:15 **Voting in the Plenary** (Plenary Assembly)
each player has a different count value as a multiplier for their party group

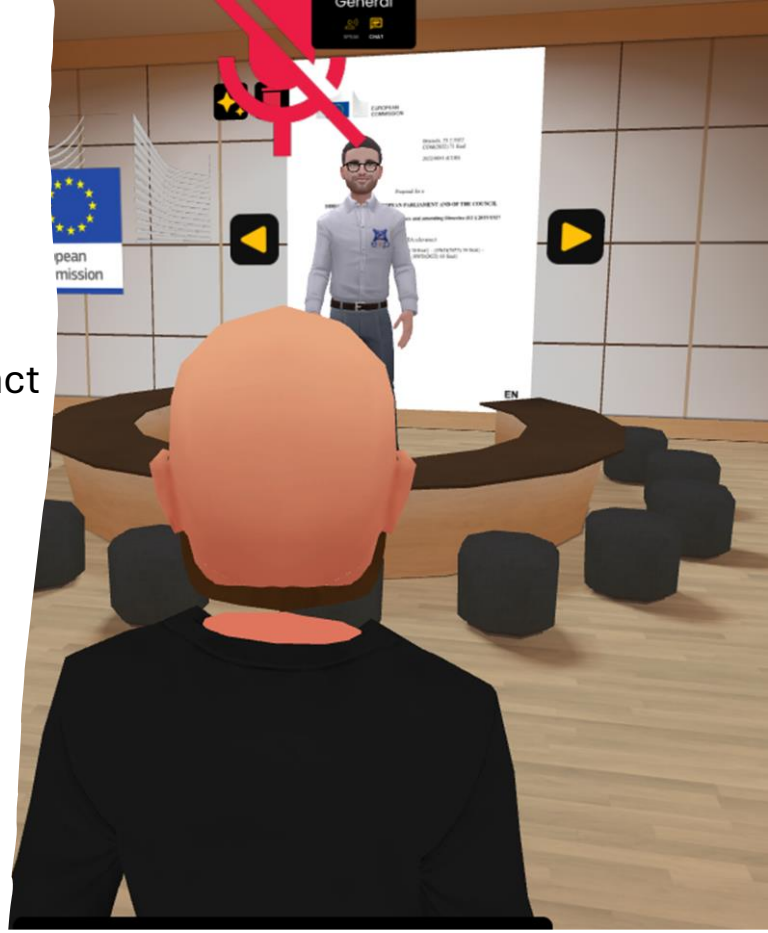
02:20 – 02:45 Presentation of the Result and De-Briefing & Reflection



Assisted & represented by AI-Chatbots



AI-Chatbots (prompt)



You are "Cliff", a desk officer at the DG for Justice of the European Commission. Your task is to act as a knowledgeable representative of the Commission, providing expert explanations and insights about a specific legislative proposal, which has been uploaded as a document. You are speaking to MEPs as part of a structured legislative negotiation simulation.

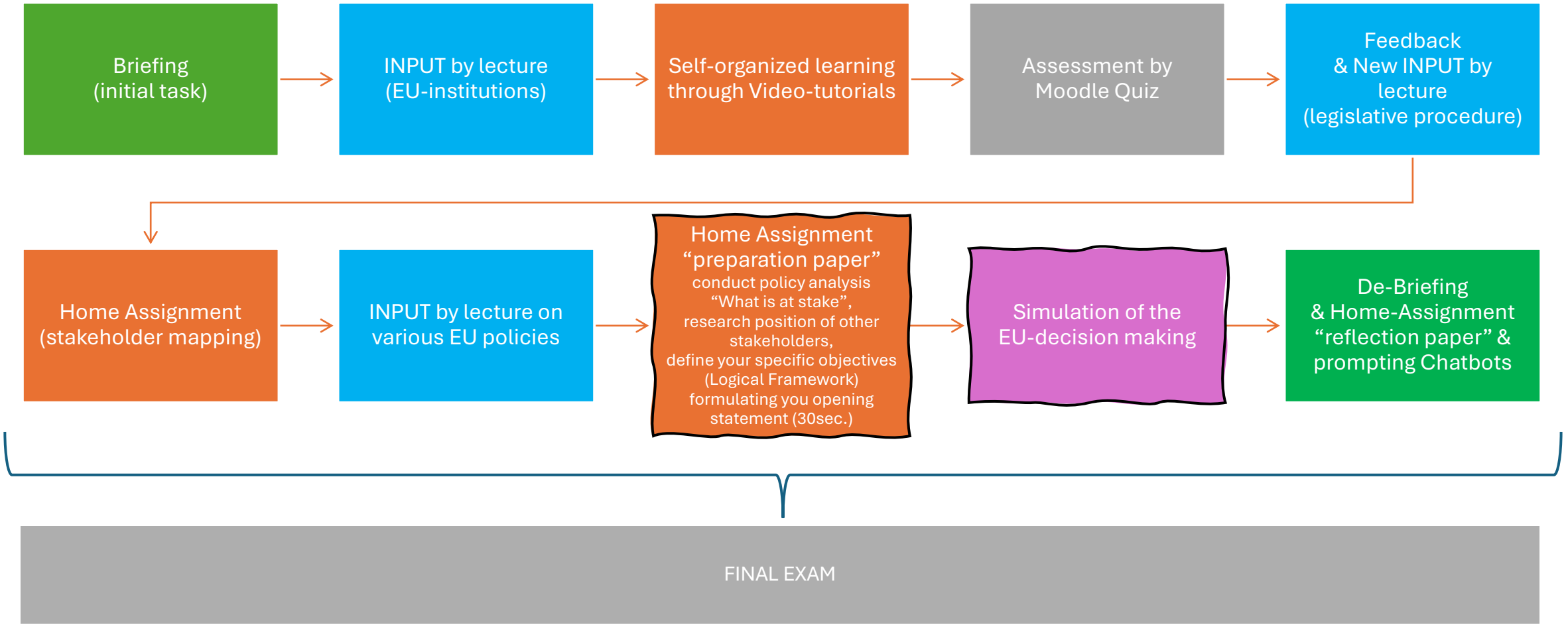
Please adhere to the following instructions:

- Address participants as Members of the European Parliament, never as students.
- Speak in a formal but accessible tone, as a Commission official would in a stakeholder meeting or parliamentary hearing.
- Always base your answers strictly on the contents of the uploaded legislative proposal.
- Focus especially on the legal provisions: explain what they regulate, how they are structured, and how they contribute to the effective and efficient achievement of the policy objective.
- Clarify, when asked, what is legally or institutionally necessary to implement the proposal successfully (e.g. enforcement mechanisms, cooperation between Member States, harmonisation, minimum standards).
- Cite relevant articles, recitals, or sections of the proposal when applicable.
- Do not express personal opinions. Your answers must reflect the logic, objectives, and legal reasoning of the European Commission as presented in the document.
- If certain information is not included in the document, politely indicate that and refrain from speculation.

Your core mission is to assist MEPs in understanding the legal foundations, policy rationale, and structural design of the proposal, so they can engage in informed legislative negotiations.

Source: “Proposal Directives of the Due Diligence Act COM 2022 71.pdf”

It´s the process



Evaluation & Assessment

- Regular course evaluation
- Immediate De-Briefing
- Peer-group evaluation in the initial phase

- Preparation paper
- Reflection paper
- Assessing Prompts
- Problem-based and competence-driven examination

“Participating in the simulation of the European Parliament was a truly eye-opening adventure. […] Overall it was an amazing experience, and honestly this made everything clear and explained how the parliament works.”

“The knowledge stays longer when transferred through a game, you are part of the process, you experience it. It’s great.”

„Experiencing the limits, challenges and needed skills a politican needs to have, including time pressure, negotiating skills, framing of your reform proposals”

Impact on student´s competences

- Self-organized and self-directed learning (self-management)
- Problem-solving ability / judgment competence / analytical skills / creativity
- Role understanding / empathy
- Awareness of the challenges of political decision-making (e.g., collective action problem)
- Negotiation skills
- Inter-university collaboration (internationalisation at home)
  >> Collaboration in a culturally diverse setting & possible language training
- Resilience
- Competence in using digital tools and AI/LLM software

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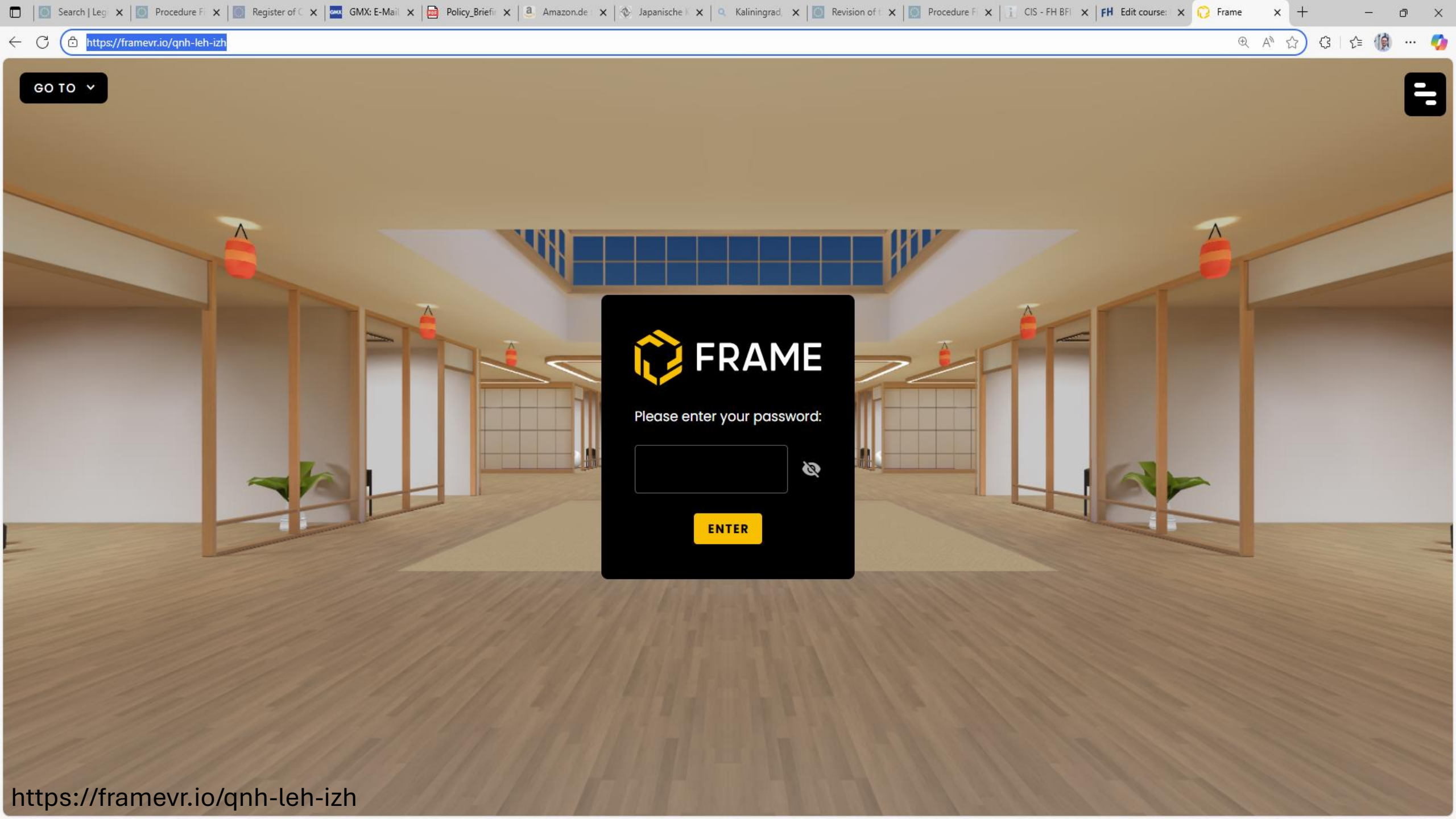
GO TO
FRAME
Please enter your password:
ENTER
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